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ABSTRACT

In compliance with state law, the Austin Independent School District (AISD) (Texas) provides programs to help students identified as limited English proficient (LEP). These are Bilingual Education (BE) courses which provide dual-language instruction in major content areas, and English as a Second Language (ESL), which provides intensive English instruction. In 1993-94, AISD enrolled 9,139 LEP students, of whom 91% were Spanish speakers, 4% were Vietnamese, and 5% represented 52 other language groups. Most LEP students (7,213) were served through LEP or BE programs, although the parents of 1,339 LEP students refused services for their children. The numbers of AISD's LEP students have been increasing for the last 7 years. Their achievement as measured by standardized tests, including a Spanish-language instrument, is generally below that of state and national comparison groups. Exited LEP students dropped out less frequently; were retained less often; made higher grade point averages (GPAs); and were involved in fewer disciplinary incidents than students districtwide. A 4-year comparison of LEP students and those whose parents refused services indicated better attendance, GPAs, and lower retention and discipline rates for served students. Recommendations are made for program improvement. (Contains 41 figures, 11 attachments in tabular form, and 13 references.) (SLD)

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Austin Independent School District

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BILINGUAL/ ESL PROGRAMS EVALUATION 1994-95

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DEPARTMENT OF PERFORMANCE AUDIT AND EVALUATION

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Bilingual/ESL Programs: Evaluation 1994-95

Executive Summary

Austin Independent School District
Department of Performance Audit and Evaluation *Authors: David Wilkinson and Rosa Maria Gonzalez*

Program Description

In compliance with State law, AISD provides programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE), which provides dual-language instruction in major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a program itself. Services are also provided through special education. In some situations, a combination of programs may be recommended by the student's Language Proficiency Assessment Committee (LPAC), which makes instructional placement decisions for the student. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. Parent permission is required for all programs.

In 1994-95, AISD enrolled 9,139 LEP students; 91% were Spanish speakers, 4% were Vietnamese, and 5% represented 52 other language groups. Most AISD LEP students (7,213) were served through BE or ESL; the parents of 1,339 LEP students refused services for their children. The cost per student served in the bilingual program for 1994-95 was $260; this amount was over and above the regular District allotment.

Major Findings

1. *Both the number and percentage of LEP students (served plus refusals) in the AISD student population has increased each year for the past seven years.*
   - From 4,615 students in the 1987-88 school year to 9,139 in 1994-95--a 98% increase, and
   - From 7.7% to 12.6% of all students over the same time period. (Page 9)

2. LEP students also represent an increasing percentage of the students new to AISD. In 1988-89, fewer than one in five (18%) of the students arriving in AISD was a language-minority student; *in 1994-95 one in every two students (50%) new to AISD was a language-minority student.* (Page 10)

3. The achievement of AISD's LEP students as measured by standardized tests, including a Spanish-language instrument, is generally below that of state and national comparison groups.
   - Spanish-speaking LEP students at all grade levels tested, on all tests, scored below the national average on the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency. (Page 11)
   - At all grade levels, AISD LEP students scored lower than LEP students statewide on the Texas Assessment of Academic Skills (English). (Page 14)
   - In the past three years, AISD's LEP students generally scored below the Spanish-literate national comparison group on the Reading, Mathematics, and Composite tests of La Prueba de Realización. (Page 16)

4. Compared to students districtwide, exited LEP students (one to two years after exiting the bilingual program) dropped out less frequently, were retained less often, made higher grade point averages (GPAs), had higher attendance, and were involved in fewer disciplinary incidents. (Page 33)

5. A comparison of achievement and progress indicators six years after prekindergarten service suggests that there are benefits to LEP students from being served in prekindergarten; however, additional study is needed. (Page 31)

6. A four-year longitudinal comparison of the performance indicators for LEP students served and LEP students whose parents refused services ("refusals") indicated that served students in the secondary grades had higher attendance rates and GPAs and lower retention and discipline rates than those of the LEP refusals. Secondary LEP-served students also dropped out at lower rates than predicted. At the elementary level, the performance indicators tended to favor the refusals. (Pages 42-45)

Budget Implications

Mandate: Federal, state, and local
Funding Amount: $2,028,125
Funding Source: Local.

Implications: The District's primary objective in its Bilingual/ESL programs is to help its LEP students "become proficient in English and their primary language in order to participate fully in the regular instructional program" (Policy EHBE). The programs thereby strongly address three of AISD's five strategic objectives: 1) "every student will function at his/her optimal level of achievement and will progress successfully through the system"; 2) "one hundred percent of all students who enter AISD will graduate"; and 3) "after exiting AISD, all individuals will be able to perform successfully at their next endeavor." Continued funding is necessary to provide dual/foreign language development programs in languages other than English so that all students, regardless of language background, can "develop to the fullest extent of their capacity and talent" (Policy EHBE).

Recommendations

1. With both the number and percentage of LEP students in AISD's student population increasing, the District should pay increased attention to these students' special needs. In particular, the changing demographics of the District have implications for staff development both for bilingually endorsed and regular content area teachers.

2. Because the available evidence indicates that, in general, LEP students who participate in the Bilingual/ESL program are more successful in school than LEP students who do not participate, greater efforts should be made to serve the 15% of LEP students whose parents currently refuse program services.

3. The apparent benefits to LEP students who attended prekindergarten support the continuation of early childhood intervention to provide a good foundation for later academic success.

4. The generally low performance of LEP students on standardized achievement tests, including a Spanish-language instrument, reinforces the continuing need to devote resources to improve these students' academic progress.

5. The success of the Bilingual/ESL program in mitigating dropout rates at the secondary level suggests that continued service, beyond the elementary level, has a positive effect in assisting students.

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BILINGUAL/ESL PROGRAMS: EVALUATION 1994-95

ANNUAL PERFORMANCE EVALUATION REPORT

INTRODUCTION

BACKGROUND

Evaluation Mandate

In spring 1994, the Office for Civil Rights (OCR) conducted a compliance review of "the efforts of the Austin Independent School District to provide equal educational opportunities to students of limited English proficiency (LEP)." In a Proposed Resolution Agreement, transmitted to the superintendent on December 14, 1994, among the actions OCR recommended to ensure compliance was a section on *program evaluation* which specified that:

> "The AISD shall publish an annual performance evaluation report of its special language program, in accordance with § 89.16 of the Texas State Plan for Educating Limited English Proficient Students. The evaluation report is to include longitudinal studies which shall reflect the academic progress in either language of instruction of the LEP students, the extent to which they are becoming proficient in English, the number of students who have exited from the programs, and the number of teachers and aides trained, frequency of training, scope of training, and results. The evaluation report shall also account for the number of retentions, drop-outs, and student attendance rates of LEP students within the AISD."

The Proposed Resolution Agreement further required that AISD submit a progress report to OCR on the completion of corrective actions by March 1, 1995, and submit a copy of the 1994-95 performance evaluation report to OCR no later than August 15, 1995.

A May 16, 1995 transmittal of the Agreement revised the program evaluation section to read:

> "*The AISD will conduct an annual performance evaluation of its alternative language program, and will make modifications to the program as required by the results of the evaluation. A report will be published* in accordance with § 89.16 of the Texas State Plan for Educating Limited English Proficient Students. *The Austin ISD is in the process of reorganizing and assigning new responsibilities to program evaluators. One of the assigned responsibilities will be for program evaluators to conduct an annual program evaluation to determine the effectiveness of the Bilingual Education and ESL programs in the school district.* The evaluation *and* report *will* include longitudinal studies which shall reflect the academic progress, in either language of instruction, of the LEP students *in the program, LEP students who have been exited, and LEP students not served in the alternative language program. The longitudinal studies shall also examine* the extent to which *the aforementioned groups of students* are becoming proficient in English, and the number of teachers and aides trained, frequency of training, scope of training, and results. *The district will also describe any modifications made to the program as a result of its evaluation process, and their implementation date.* The evaluation *and* report shall also account for the number of retentions, drop-outs, and student attendance rates of LEP students within the AISD" (changes in italics).

The State law cited in the Agreement is reproduced in Attachment 1. As shown in the attachment, OCR essentially reiterated State requirements with respect to evaluation. This evaluation report is intended to fulfill both OCR and State requirements for evaluation.

Previous Evaluations

Until the 1994-95 school year, evaluation of AISD's bilingual/ESL programs for LEP students was the responsibility of the District's Office of Research and Evaluation (ORE), with the cooperation and assistance of AISD's office of Bilingual/ESL Education. Beginning in the 1973-74 school year, ORE conducted annual evaluations of the bilingual/ESL programs provided to LEP students. Decreased staff and a reallocation of resources to dropout prevention study led to the decision in the 1988-89 school year to cease producing a separate report on bilingual/ESL programs. ORE's reporting strategy was to present findings about LEP students in context with information about other special populations and the general student population. Accordingly, dropout rates for LEP students were given in the dropout report, the achievement of LEP students was discussed in the student achievement report, and so on. In addition, ORE annually produced a short summary report, *Feedback*, containing key statistics about AISD's LEP students and the programs which serve them. Evaluation of the federally funded Title VII program was also reported annually. ORE reports on both locally and federally funded programs, from 1987-88 forward, are cited in the "Bibliography."

Evaluation Plan for 1994-95

During the 1994-95 school year, AISD reorganized administratively and ORE was dissolved. Its evaluation component was merged with the Department of Internal Audit to become the Department of Performance Audit and Evaluation. It is this reorganization to which the May 16, 1995, revision of the Proposed Resolution Agreement alludes. Prior to the reorganization, ORE staff had already drafted an evaluation plan for the evaluation of the District's programs for LEP students. The plan was formulated through an interactive process involving the program staff to address critical information needs, including elements specified by Texas law. A draft copy of the evaluation plan developed by ORE was included in the March 1, 1995 progress report to OCR. The evaluation plan specifies the evaluation questions to be answered and the information sources which would supply data to answer the evaluation questions. The evaluation plan for the 1994-95 school year is ORE Publication Letter 94.N.

EVALUATION OVERVIEW

Evaluation information was secured from a range of sources, most important of which is the LEP master file, on which is recorded a wide range of information about each LEP student, including performance on standardized achievement tests. Achievement trends in the LEP population are tracked over time. Other demographic and outcome information (e.g., attendance, discipline, retention, and dropout rates) are obtained from a range of computer files maintained centrally on AISD's mainframe computer. Program effectiveness is also gauged by the comparison of these outcome indicators for LEP students being served and for the LEP students refused services by their parents.

Data for the 1994-95 evaluation were obtained from the following sources.

- Information about program services and staff training was provided by program staff.
- ORE's GENeric Evaluation SYStem provided demographic, progress, and achievement information about program students. GENESYS, a custom-designed software package written in the Statistical Analysis System (SAS) language, accesses student data files maintained on the District's mainframe computer.
- A survey of teachers, conducted as part of the annual Employee Survey, elicited information and opinions from bilingual/ESL teachers and general education teachers about the type of training needed in the District.
- The Student Master File provided basic information about student grade level, ethnicity, and low-income status.
- The master LEP file provided information about the students' LEP status, programs, home language, language dominance, and program service dates.
- Prior-year information about LEP students was obtained from published ORE reports.

Unless otherwise noted, all numbers reported were obtained from the computer file used for State-required Public Education Information Management System (PEIMS) fall reporting or the District-maintained master LEP file.

PROGRAM DESCRIPTION

Programs Provided

Texas law requires that all students with a language other than English (LOTE) be processed to determine their English proficiency. Those identified as limited English proficient (LEP) must be provided one of two basic programs:

- Bilingual Education (BE), a transitional program of dual-language instruction including instruction in the home language and English as a Second Language (ESL) for a minimum of 45 minutes daily, provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a school; and

- English as a Second Language (ESL), a program of specialized instruction in English provided to students who do not receive BE and to students whose parents refuse dual-language instruction. (Parents may also refuse ESL instruction.)

In compliance with State law, AISD provides programs to serve students identified as limited English proficient: BE, which provides dual language instruction in major content areas; and ESL, which provides intensive English instruction. ESL is both a component of Bilingual Education and a program itself. Services are also provided through special education. In some situations, a combination of programs may be recommended by the student's Language Proficiency Assessment Committee (LPAC), which makes instructional placement decisions for the student. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. Parent permission is required for all programs.

Figure 1 presents the number and percent of students in each program for 1994-95.

FIGURE 1
PROGRAM SERVICE TO LEP STUDENTS, PRE-K-12, 1994-95
(N = 9,139)

PROGRAM	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Bilingual	4,742	52%
ESL	1,857	20%
Special Education in Bilingual/ESL	587	6%
Parental Refusal in Bilingual; Served in ESL	608	7%
Parental Refusal	1,339	15%
TOTAL*	**9,133**	**100%**

* Program was not recorded on the LEP master file for six students.

Transfers

LEP students requiring additional services may need to transfer to other campuses where enhanced services (bilingual at elementary and middle school and enhanced ESL at high school) are offered. Limited transportation to the secondary schools where enhanced services are offered is provided by the District. In 1994-95, there were 148 bilingual transfers (86 Spanish and 62 Vietnamese). Transfers occurred at all grade levels, although more transfers took place at the elementary level (55%) than at the secondary level (45%) (see Figure 2).

FIGURE 2
BILINGUAL TRANSFERS, PRE-K-12, 1994-95

GRADE	SPANISH NO. SERVED	VIETNAMESE NO. SERVED	TOTAL NO. SERVED
Pre-K	2	13	15
01	4	14	18
02	5	11	16
03	4	4	8
04	6	4	10
05	5	9	14
All Elementary	26	55	81
06	5	3	8
07	12	1	13
08	20	3	23
09	2	0	2
10	7	0	7
11	6	0	6
12	8	0	8
All Secondary	60	7	67
TOTAL	**86**	**62**	**148**

DESCRIPTION OF THE LEP POPULATION IN AISD

STUDENT CHARACTERISTICS

Number Served

In the 1994-95 school year, 7,800 limited-English-proficient (LEP) students were served by the District's bilingual education program--5,906 elementary students (grades pre-K-6), 1,133 middle school students (grades 6-8), and 761 high school students (grades 9-12). The parents of an additional 1,339 LEP students refused services (see Figure 3). *The total number of LEP students in AISD in 1994-95, including the number served and parent refusals, was 9,139.*

FIGURE 3
LEP STUDENTS SERVED, AND PARENT REFUSALS, BY GRADE, 1994-95
(N = 9,139)

GRADE	NUMBER SERVED	PARENT REFUSALS	TOTAL
Prekindergarten	892	5	897
Kindergarten	1,016	24	1,040
1	961	52	1,013
2	937	58	995
3	744	67	811
4	658	58	716
5	602	79	681
Elementary 6	96	6	102
Elementary Pre-K-6	5,906	349	6,255
Middle School 6	441	138	579
7	377	204	581
8	315	167	482
Middle School 6-8	1,133	509	1,642
9	361	214	575
10	208	106	314
11	114	87	201
12	78	74	152
High School 9-12	761	481	1,242
TOTAL Pre-K-12	**7,800**	**1,339**	**9,139**

Ethnicity

Figure 4 shows a breakdown of the number of AISD LEP students served in 1994-95 by ethnicity and grade span. Almost all of the students in each grade span were Hispanic; the second-largest ethnicity represented at each grade span was Asian.

FIGURE 4
LEP STUDENTS SERVED, BY ETHNICITY AND GRADE SPAN, 1994-95

ETHNICITY	PRE-K-5		6-8		9-12		PRE-K-12	
	#	%	#	%	#	%	#	%
Hispanic	5,255	90%	1,149	94%	665	87%	7,069	91%
Asian	418	7%	69	6%	77	10%	564	7%
White	106	2%	7	< 1%	15	2%	128	2%
African American	23	< 1%	4	< 1%	2	< 1%	29	< 1%
Native American	8	< 1%	–	–	10	< 1%	10	< 1%
TOTAL	**5,810**	**100%**	**1,229**	**100%**	**769**	**99%**	**7,800**	**100%**

Language Dominance

Figure 5 displays the number of LEP students served by language dominance and grade span. Almost one half of the AISD LEP population (49%) is non-English monolingual, and 30% of the students are dominant in a language other than English. A child is monolingual if he or she speaks only one language. A child who speaks mostly one language and a little of another language is dominant in the first language.

FIGURE 5
LEP STUDENTS SERVED, BY LANGUAGE DOMINANCE AND GRADE SPAN, 1994-95

GRADE SPAN	LANGUAGE DOMINANCE									
	A MONO-LINGUAL Non-English		B DOMINANT Non-English		C BILINGUAL		D DOMINANT English		E MONO-LINGUAL English	
	#	%	#	%	#	%	#	%	#	%
Pre-K-5	3,170	56%	1,616	28%	236	4%	587	10%	92	2%
6-8	439	36%	242	20%	277	23%	134	11%	127	10%
9-12	175	23%	415	55%	107	14%	39	5%	23	3%
TOTAL*	**3,784**	**49%**	**2,273**	**30%**	**620**	**8%**	**760**	**10%**	**242**	**3%**

* N = 7,800. Language dominance was not recorded on the LEP master file for 121 students.

Languages Spoken

Most LEP students served were Spanish speakers (91%). Speakers of Vietnamese made up the next largest segment of the AISD LEP population (4%), followed by Chinese and Korean (1% each), Cambodian and Laotian (< 1% each), and all other languages (3%) (see Figure 6). Altogether, students in AISD's 1994-95 LEP population represented 54 different language groups.

FIGURE 6
LANGUAGES SPOKEN BY LEP STUDENTS, PRE-K-12, 1994-95
(N = 7,800)

LANGUAGE	NUMBER SERVED	PERCENT OF STUDENTS
Spanish	7,099	91%
Vietnamese	271	4%
Chinese	90	1%
Korean	91	1%
Cambodian	12	< 1%
Laotian	1	< 1%
All Others	236	3%
TOTAL	**7,800**	**100%**

Demographics

Figure 7 presents demographic information on AISD's LEP students for 1994-95. Most language-minority students are from low-income families. As these students progress through school, a greater percentage of them become overage for their grade levels. In middle school, 42% of LEP students are overage, and in high school nearly two thirds (64%) of LEP students are overage.

FIGURE 7
LEP STUDENTS SERVED, DEMOGRAPHIC INDICATORS, 1994-95 (N = 7,722)

DEMOGRAPHIC INDICATORS	ELEMENTARY (N = 5,852)		MIDDLE SCHOOL (N = 1,123)		HIGH SCHOOL (N = 747)	
	Number	Percent	Number	Percent	Number	Percent
Low Income	5,431	93%	1,041	93%	624	84%
Overage for Grade	546	9%	474	42%	480	64%
Special Education	509	9%	142	13%	59	8%
Gifted and Talented	15	0%	6	1%	1	0%

GROWTH OF AISD'S LEP POPULATION

The total number of LEP students (served plus refusals) in AISD has increased each year for the past seven years--from 4,615 in the 1987-88 school year to 9,139 in the 1994-95 school year--a 98% increase (see Figure 8).

FIGURE 8
GROWTH OF LEP POPULATION (SERVED PLUS REFUSALS), 1987-88 THROUGH 1994-95

SCHOOL YEAR	NUMBER OF STUDENTS	INCREASE
1987-88	4,615	
1988-89	4,870	+ 255
1989-90	5,173	+ 303
1990-91	5,706	+ 533
1991-92	6,485	+ 779
1992-93	7,373	+ 888
1993-94	8,089	+ 716
1994-95	9,139	+ 1,050

The percentage of LEP students in the AISD population has also increased each year over this time period. In the 1987-88 school year, LEP students comprised 7.7% of the District's students; in 1994-95, the percentage had risen to 12.6%. Figure 9 reflects this upward trend.

FIGURE 9
LEP STUDENTS (SERVED PLUS REFUSALS) AS A PERCENT OF AISD POPULATION, 1987-88 THROUGH 1994-95

SCHOOL YEAR	# OF LEP STUDENTS	# OF AISD STUDENTS	% OF LEP STUDENTS
1994-95	9,139	72,767	12.6%
1993-94	8,089	70,665	11.4%
1992-93	7,373	68,900	10.7%
1991-92	6,485	67,061	9.7%
1990-91	5,706	65,101	8.8%
1989-90	5,173	63,156	8.2%
1988-89	4,870	61,740	7.9%
1987-88	4,615	60,312	7.7%

Not only are LEP students an increasing percentage of AISD's student population, they also represent an increasing percentage of the students new to AISD. In 1988-89, fewer than one in five (18%) of the students arriving in AISD was a language-minority student; *in 1994-95 one in every two students (50%) new to AISD was a language-minority student* (see Figure 10).

FIGURE 10
LEP STUDENTS AS A PERCENT OF THE OVERALL INCREASE IN AISD, 1988-89 THROUGH 1994-95

SCHOOL YEAR	INCREASE IN # OF LEP STUDENTS	INCREASE IN # OF AISD STUDENTS	% OF THE INCREASE WHO ARE LEP
1994-95	+ 1,050	+ 2,102	50%
1993-94	+ 716	+ 1,765	41%
1992-93	+ 888	+ 1,839	48%
1991-92	+ 779	+ 1,960	40%
1990-91	+ 533	+ 1,945	27%
1989-90	+ 303	+ 1,416	21%
1988-89	+ 255	+ 1,428	18%

FINDINGS

ACADEMIC PROGRESS

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

The ITBS and TAP are norm-referenced tests (NRTs). NRTs are designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT's (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. In 1994-95, students in grades 2, 3, 5, and 7 took the ITBS and students in grades 9 and 11 took the TAP. Some schools elected to administer the ITBS (elementary and middle/junior high school) or the TAP (high school) at optional grade levels. The 1994-95 school year was the first time AISD administered NRTs districtwide in the fall instead of the spring.

Figure 11 presents fall 1994 test results from the ITBS and TAP for LEP students. Because AISD began testing in the fall for the first time in 1994-95, gain scores could not be calculated. As shown in the figure:

- *Spanish-speaking LEP students at all grade levels tested, on all tests, scored below the national average.* (The testing was at the end of October, the second month of school; hence, the national mean grade equivalent (GE) was X.2, where the X is the grade level, e.g., 2.2 at grade 2.)
- The differences between AISD and national means increase as the grade levels increase. For example, AISD LEP third graders were 1.0 GEs (one year) below the nation in Reading, but AISD LEP eleventh graders were 4.6 GEs (four years and six months) below the national average.
- AISD LEP students in grades 2, 3, and 5 who spoke languages other than English or Spanish outperformed students nationwide on the Language, Mathematics, and Composite tests. Other-language AISD LEP second graders scored above the national average on the Reading test.
- LEP students speaking other languages scored below the national average on all tests in grades 7, 9, 10, and 11.
- As with the LEP Spanish speakers, LEP speakers of other languages perform more poorly as the grade levels increase.

FIGURE 11
LEP ACHIEVEMENT, ITBS/TAP, 1994-95

SPANISH LANGUAGE								
GRADE LEVEL	READING		LANGUAGE		MATHEMATICS		COMPOSITE	
	Number Tested	Mean GE	Number Tested	Mean GE	Number Tested	Mean GE	Number Tested	Mean GE
2	166	1.7	169	1.7	169	1.5	163	1.6
3	193	2.2	195	2.7	200	2.7	189	2.6
4	36	3.1	36	3.6	36	3.7	36	3.4
5	268	3.5	268	4.0	270	4.2	263	3.9
7	159	4.5	171	4.6	178	4.8	151	4.6
9	165	4.6	168	4.9	171	5.8	163	5.1
10	59	5.7	59	5.6	59	6.8	57	6.0
11	42	6.6	43	6.4	43	7.7	41	7.0
OTHER LANGUAGE								
GRADE LEVEL	READING		LANGUAGE		MATHEMATICS		COMPOSITE	
	Number Tested	Mean GE	Number Tested	Mean GE	Number Tested	Mean GE	Number Tested	Mean GE
2	43	2.3	43	2.8	43	2.4	43	2.5
3	27	3.0	27	4.2	27	3.7	27	3.6
5	19	4.3	19	5.4	18	5.8	18	5.2
7	15	5.1	15	6.7	15	8.0	15	6.5
9	19	5.0	19	5.8	19	7.8	19	6.2
10	15	5.4	16	6.0	15	7.6	14	6.1
11	15	6.2	15	6.4	15	10.0	15	7.5

GE = Grade equivalent

Note: Testing at grades 2, 3, 5, 7, 9, and 11 was required; testing at grades 4 and 10 was optional.

Texas Assessment of Academic Skills (TAAS) - English

The Texas Assessment of Academic Skills (TAAS) is a state-mandated, criterion-referenced test (CRT) which has been administered since the 1990-91 school year. The TAAS replaced the earlier Texas Educational Assessment of Minimum Skills (TEAMS) (1985-86 through 1989-90). Mastery of the Exit-Level TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 have also been tested in writing, science, and social studies. Passing the exit-level tests in reading, mathematics, and writing (beginning in Grade 10) continues to be a requirement for graduation.

Figure 12 presents results from the 1994-95 TAAS administrations to LEP students in grades 3-8 and 10. Percent passing ("percent meeting minimum expectations") is shown for each grade for reading, mathematics, and all tests taken. As shown in the figure, the highest percentage of LEP students passing the TAAS in AISD occurred in reading at grade 4, followed closely by reading and mathematics at grade 3. The lowest percentage passing occurred at grade 7 on all tests taken, followed closely by grades 8 and 10 on all tests taken. Grade 3 had the highest percentages of LEP students passing all tests taken, and grade 7 had the lowest percentage.

FIGURE 12
1994-95 LEP STUDENTS
PERCENT PASSING TAAS

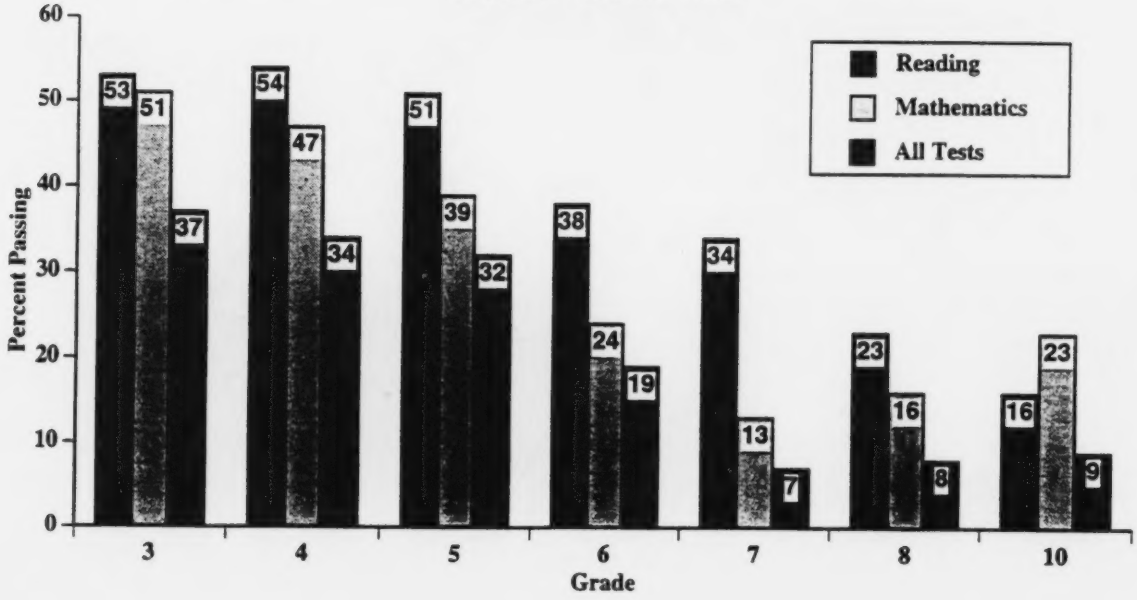
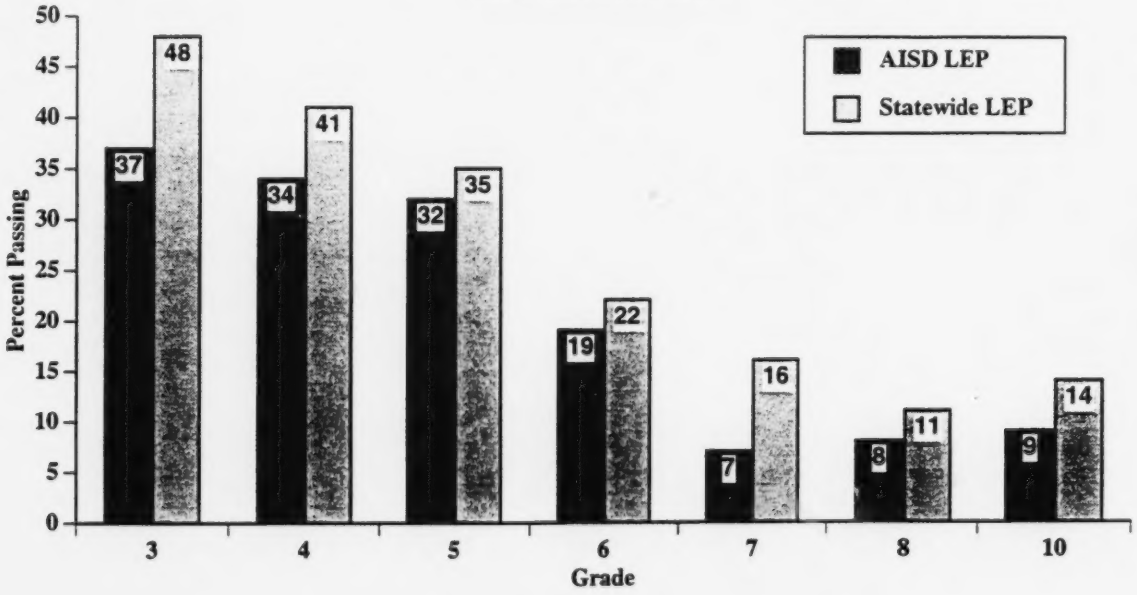


Figure 13 compares the percent of AISD LEP students passing all TAAS tests taken at each grade to the corresponding percent by LEP students throughout the State for spring 1995. ***At all grade levels, AISD LEP students scored lower than LEP students statewide.*** The largest difference is at grade 3, where only 37% of AISD LEP students passed all tests taken, compared to 48% statewide. By comparison, AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels. Among non-LEP students, the largest difference was at grade 7; 48% of non-LEP AISD students passed all tests taken compared to 61% of non-LEP students statewide.

FIGURE 13
PERCENT PASSING ALL TESTS TAKEN ON TAAS
AISD vs. STATEWIDE



TAAS - Spanish

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and thereby better address their educational needs, the State Board of Education has called for phasing in Spanish versions of the TAAS assessments at grades 3 through 8. The Spanish TAAS, based on the Texas essential elements, will provide a vehicle for examining annual progress in student and campus performance and reporting information necessary for federal programs.

The Spanish-version TAAS Reading and Mathematics assessments are adapted from the English-language assessments. A committee of Texas bilingual educators reviewed each reading and mathematics objective to determine its appropriateness for inclusion on a Spanish-version assessment. Existing items were adapted into Spanish to keep the assessments as comparable as possible. In some instances, items were translated and in other cases items were modified to reflect appropriate cultural content or readability level. The items were then reviewed for appropriateness of language, content, and difficulty by a committee of bilingual educators and revisions were made. As with all TAAS tests, these items will be field-tested and reviewed prior to their inclusion on actual test forms.

AISD was selected as a field test site for the administration of the Spanish version of the TAAS tests in Reading and Mathematics to the third and fourth grades in spring and summer 1995. The Spanish TAAS was administered on May 9-10 during the regular school year, and on June 6 and 7 for the year-round schools. These are preliminary results of the field test; test items will be reviewed further by the Texas Education Agency.

Preliminary results of the field test in AISD are presented in Figures 14 and 15.

FIGURE 14
SPANISH TAAS PERFORMANCE, GRADE 3, SPRING AND SUMMER 1995

INDICATOR	READING	MATHEMATICS
Number Tested	315	314
Average Raw Score	21	24
Total Items	36	44
Met Minimum Expectations at Possible Standards:		
60% Items Correct	45% (N = 143)	40% (N = 125)
65% Items Correct	38% (N = 119)	34% (N = 106)
70% Items Correct	26% (N = 82)	26% (N = 81)
75% Items Correct	23% (N = 72)	18% (N = 56)

FIGURE 15
SPANISH TAAS PERFORMANCE, GRADE 4, SPRING AND SUMMER 1995

INDICATOR	READING	MATHEMATICS
Number Tested	239	239
Average Raw Score	21	26
Total Items	40	50
Met Minimum Expectations at Possible Standards:		
60% Items Correct	35% (N = 83)	35% (N = 84)
65% Items Correct	25% (N = 59)	27% (N = 64)
70% Items Correct	21% (N = 49)	22% (N = 52)
75% Items Correct	13% (N = 31)	13% (N = 30)

La Prueba de Realización

For those students whose primary language is not English, an English-language achievement test may not provide an accurate assessment of the students' academic proficiency and progress. For those students whose primary language is Spanish, it may be more appropriate to test with an instrument written in Spanish. For those students designated by their LPACs to be tested in Spanish, AISD uses the La Prueba de Realización, Segunda Edición (Test of Achievement, Second Edition). National norms were developed for the test in 1990. For comparisons of individual and group performance with that of Spanish-literate students nationwide, students' raw scores can be converted to national percentile ranks.

Figures 16, 17, and 18 present the mean percentiles in Reading, Mathematics, and on the Composite test, by grade level, for 1992-93, 1993-94, and 1994-95, respectively. These scores constitute a cross-sectional view of student performance through a series of annual "snapshots." Achievement growth over time is obtained by tracking the performance of a cohort of students across several years. As the figures show:

- *In the past three years, AISD's LEP students generally scored below the Spanish-literate national comparison group on the Reading, Mathematics, and Composite tests.*
- LEP students in grades 1 and 2 achieved the highest over the three years, scoring at or above the national average in 9 of 18 comparisons.
- In 1994-95, students in grade 1 scored above the national average in reading, and students in grade 3 scored above the national average in mathematics.

FIGURE 16
LA PRUEBA DE REALIZACION, MEAN PERCENTILES, 1992-93
(N = 1,460*)

GRADE	READING		MATHEMATICS		COMPOSITE	
	Number Tested	Percentile Rank	Number Tested	Percentile Rank	Number Tested	Percentile Rank
1	481	64	475	51	481	52
2	388	51	388	57	389	50
3	208	41	211	46	212	42
4	132	42	131	35	133	34
5	126	45	125	34	126	37
6	51	26	49	27	51	20
7	44	39	44	33	44	36
8	24	38	24	32	24	31

FIGURE 17
LA PRUEBA DE REALIZACION, MEAN PERCENTILES, 1993-94
(N = 1,773*)

GRADE	READING		MATHEMATICS		COMPOSITE	
	Number Tested	Percentile Rank	Number Tested	Percentile Rank	Number Tested	Percentile Rank
1	700	48	699	43	704	43
2	352	51	352	47	353	50
3	266	41	264	46	267	42
4	142	42	141	35	142	39
5	108	45	108	28	108	37
6	43	36	43	32	43	33
7	100	39	99	39	100	36
8	55	61	54	39	55	46

* N = Overall number of students tested. Varying numbers of students took particular tests.

Mean = The arithmetic average. The national average is the 50th percentile at all grades on all tests.

FIGURE 18
LA PRUEBA DE REALIZACION, MEAN PERCENTILES, 1994-95
(N = 983)

GRADE	READING		MATHEMATICS		COMPOSITE	
	Number Tested	Percentile Rank	Number Tested	Percentile Rank	Number Tested	Percentile Rank
1	144	56	145	43	147	43
2	364	40	362	47	367	43
3	61	46	60	54	61	42
4	83	30	81	42	83	34
5	113	39	112	34	113	37
6	87	31	86	27	87	26
7	63	45	63	33	63	43
8	57	43	58	32	58	37

To obtain a picture over time of the achievement of the Spanish-speaking students tested with La Prueba de Realización, students who were tested both in 1992-93 and 1993-94, and students who were tested in 1993-94 and in 1994-95, were matched and two-year achievement gains calculated. To be included in the analyses, students had to have both pre- and posttest and have been promoted to the next grade level. (Retainees were therefore excluded.) Scores from these matched groups constitute a longitudinal comparison.

Figures 19 and 20 present the results of the matched-group analyses. As shown in the figures:

- From 1992-93 to 1993-94, students made percentile point gains in 7 of 21 comparisons. From 1993-94 to 1994-95, students likewise made gains in 7 of 21 comparisons.

- Third graders in 1994-95 made gains in all three areas, Reading, Mathematics, and Composite; 1994-95 fifth graders made gains in Reading and Composite while maintaining the same rank in Mathematics.

FIGURE 19
LA PRUEBA DE REALIZACION, MATCHED GROUPS, 1992-93 TO 1993-94
(N = 575*)

GRADE	NUMBER TESTED	1993	1994	DIFFERENCE
READING				
2	240	70	51	- 19
3	175	46	41	- 5
4	59	48	54	+ 6
5	38	35	39	+ 4
6	22	53	36	- 17
7	18	39	39	0
8	18	38	55	+ 17
MATHEMATICS				
2	236	75	47	- 28
3	174	38	46	+ 8
4	60	42	35	- 7
5	38	28	28	0
6	22	38	27	- 11
7	18	33	46	+ 13
8	17	39	32	- 7
COMPOSITE				
2	241	67	50	- 17
3	176	49	42	- 7
4	61	39	39	0
5	38	30	30	0
6	22	47	33	- 14
7	18	36	43	+ 7
8	18	31	37	+ 6

* N = Overall number of students with test scores both years. Varying numbers of students took particular tests. Scores shown are mean percentile ranks.

FIGURE 20
LA PRUEBA DE REALIZACION, MATCHED GROUPS, 1993-94 TO 1994-95
(N = 415*)

GRADE	NUMBER TESTED	1993	1994	DIFFERENCE
READING				
2	248	64	45	- 19
3	33	53	59	+ 6
4	27	42	36	- 6
5	42	39	51	+ 12
6	32	47	36	- 11
7	14	45	39	- 6
8	17	21	26	+ 5
MATHEMATICS				
2	243	66	57	- 9
3	32	32	71	+ 39
4	27	42	49	+ 7
5	42	41	41	0
6	32	38	32	- 6
7	14	28	28	0
8	18	47	32	- 15
COMPOSITE				
2	249	58	50	- 8
3	33	49	56	+ 7
4	27	39	39	0
5	42	37	44	+ 7
6	32	40	33	- 7
7	14	36	36	0
8	18	31	35	+ 4

* N = Overall number of students with test scores both years. Varying numbers of students took particular tests. Scores shown are mean percentile ranks.

ENGLISH PROFICIENCY

The District's objective is to help LEP students attain English proficiency. In AISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status, a student must:

- Score at least at the 40th percentile in both reading and language on the Iowa Tests of Basic Skills (ITBS) or the Tests of Achievement and Proficiency (TAP), or
- Pass all three Texas Assessment of Academic Skills (TAAS) tests (Reading, Mathematics, and Writing).

A student's LPAC may choose to have an oral proficiency test, such as the Language Assessment Battery (LAB) or IDEA, administered for additional information. The determination that a student is ready to exit from LEP status is a campus-level decision.

NUMBER OF EXITS

Over a two-year period, from the beginning of the 1992-93 school year through the end of the 1993-94 school year, 454 students exited from AISD's bilingual program. Of these, grade levels were determined for 380 (see Figure 21). The remaining 74 students left the District prior to spring 1995. *The number of 1994-95 exits cannot be determined until fall 1995 when the students' LPACs examine the test data and decide which students qualify to exit from the program.*

FIGURE 21
NUMBER OF LEP STUDENTS EXITING, 1992-93 THROUGH 1993-94
(8/25/92 through 5/31/94)

1994-95 GRADE*	NUMBER OF EXITS
3	43
4	76
5	68
EL 6	18
ELEMENTARY	205
MS 6	56
7	40
8	29
MIDDLE/JUNIOR HIGH	125
9	26
10	10
11	5
12	9
HIGH SCHOOL	50
TOTAL	380

* As of January 17, 1995/LEP file as of 11/23/94 (on line)

EL 6 = Elementary grade 6 MS 6 = Middle school grade 6

Prior to the 1992-93 school year, it was possible to determine how many students exited in a given year. A combination of factors have complicated this determination. Prior to 1991-92, the District scored the norm-referenced tests which were administered as part of the systemwide testing program itself. The scores were reported to the schools before the end of the school year, so that LPACs had adequate time to make decisions about students' program status for the following school year. Beginning in 1991-92, the State of Texas mandated that a norm-referenced test be administered statewide to students in grades 3-11. This test, the Norm-referenced Achievement Program for Texas (NAPT) had to be sent out of the District for scoring. Consequently, the District no longer had control over when the scores were available. Each year of the three years in which the NAPT was administered, 1991-92 through 1993-94, student scores were returned too late to enable the campus LPACs to render their decisions about student programs before the next fall.

In 1993-94, on the recommendation of a student assessment task force, the District switched from its long-time spring testing to a fall test administration of selected grades beginning in fall 1994. In 1994-95, although the District resumed its own test scoring, an administrative reorganization hampered the efficiency of the systemwide testing unit. Fall test scores were not received until nearly the end of the 1994-95 school year, again too late to be used by the LPACs. In short, testing throughout the State and in AISD has been in massive transition for the past four years, with disruptive consequences to program record keeping and decision making.

Because of the lateness of test scores, the LPAC decisions were delayed and student exits were recorded on the master LEP file on an ongoing basis instead of a single time of year. In the face of this difficulty, it was decided that a single-year span was an unreliable reflection of the number of LEP exits. In fall 1995, after LPAC decisions have been made, the number of LEP exits for 1994-95 can be obtained.

OTHER INDICATORS

In addition to performance on standardized tests, other variables provide useful indicators of student progress. Figure 22 compares the performance of LEP students with the District overall in terms of attendance, discipline, retention, and dropout rates, and mean grade point average (GPA). Data were obtained from GENESYS as of the spring 1995 semester. As seen in Figure 22:

- The attendance rate of LEP students at the elementary level was slightly higher than that of elementary students districtwide, and their discipline rate was slightly lower.
- At the middle/junior high school and high school levels, the LEP students' attendance rates were lower than among students in general, but they were disciplined at lower rates than secondary students overall.
- LEP students at all levels were recommended for retention at higher rates than students in the general student population. Secondary LEP students dropped out at higher rates than students in the District overall.

FIGURE 22
PROGRESS INDICATORS (SPRING 1995),
LEP PROGRAMS COMPARED TO OVERALL DISTRICT
(N = 7,722)

PROGRESS INDICATORS	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	LEP	District	LEP	District	LEP	District
Attendance	95.6	95.3	92.2	92.6	86.1	88.6
Discipline	0.0	0.1	6.7	7.1	2.8	4.6
Retention	0.4	0.3	12.3	9.5	4.8	4.2
Dropouts	NA	NA	3.2	2.4	14.7	7.9
Mean GPA	NA	NA	81.9	83.3	75.3	78.8

STAFF TRAINING

In compliance with State law, the 1994-95 evaluation plan for the bilingual/ESL programs included evaluation questions about the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. During the 1994-95 school year, the District's bilingual coordinators collected sign-in sheets, staff development agendas and plans for workshops, requests for supplemental pay, consultant agreement forms, evaluation forms from workshop participants, and other relevant information to answer the questions.

In an effort to provide the necessary staff development, long-established linkages with other educational resources committed to ongoing teacher training in bilingual education were employed, among them the Region XIII Education Service Center and the Southwest Educational Development Laboratory/Multipurpose Research Center (SEDL/MRC). Most of the training occurred at AISD's Professional Development Academy, which is the District's facility for staff development. Attachment 2 provides a description of the bilingual/ESL staff development for 1994-95.

Number of Teachers and Teacher Assistants Trained

In 1994-95, a total of 291 teachers participated in staff development for teachers and teacher assistants of LEP students. Of the 291 participants, three were high school teacher assistants.

Ten all-day (six-hour) workshops were attended by 169 teachers, cumulatively 10,140 hours of training. Two three-hour workshops were attended by 122 teachers, totaling 732 hours of training. Altogether, 66 hours of staff development training on topics related to bilingual education were delivered to 291 participants, for a total of 10,872 hours of staff development.

Frequency of Training

Professional staff development transpired throughout the academic year. Four workshops were held during the 1994 fall semester, and 10 were held during the 1995 spring semester. The collaboration of the bilingual coordinators resulted in 12 workshops (one was a three-day event).

Ten workshops were all-day commitments for the teachers, beginning at 8:30 a.m. and ending at 4:00 p.m., and two workshops were at the end of the school day, requiring partial-day commitments from the participants. The two three-hour workshops were held from 3:30 p.m. to 6:30 p.m.

Scope of Training

Elementary bilingual education has been a part of the District's curriculum for 25 years, and the emphasis continues to be on the language needs of children in grades pre-K-6. For the past eight years, however, the District has experienced a slow, but constant, growth in the number of language-minority children in all grade levels. In an effort to facilitate a smooth transition for students currently being served in the District, and to address the academic needs of recently arrived immigrants in middle/junior high and high school, the bilingual coordinators determined to utilize some of the program resources on teacher training in middle/junior high and high school levels.

The coordinators organized six workshops for middle/junior high school and high school teachers. The middle/junior high workshops were attended by 41 teachers, and the high school workshops by 37 teachers. The overall long-range goals for the workshops were:

- To provide teachers with effective instructional strategies,
- To provide teachers with an opportunity to discuss some of the critical issues in assuring a successful transition into the upper grades, and
- To outline some specific techniques and methods to enhance the campus support for ESL students.

The content and design of the workshops for the middle/junior high schools and the high schools were very similar, differing only with respect to grade level. Both groups:

- Covered strategies to determine appropriate instructional levels (beginning, intermediate, and advanced);
- Discussed correct identification of LEP students and the completion of all the required paperwork, and language testing;
- Exchanged ideas on mainstreaming LEP students by developing the campus plan with the bilingual/ESL teacher, the LPAC, and the regular content area teachers;
- Discussed providing additional campus support for language-minority students through bilingual office personnel, content area teachers, counselors, access to the computer laboratory, and specific classes like Spanish for Spanish speakers and sheltered English classes.

Successful teaching strategies discussed included cooperative learning, class participation sheets, reading for pleasure, journal writing, scaffolding in reading, sharing of ESL activities, group problem solving, and learning useful phrases. Communication and reporting to parents of program students was included in the staff training.

AISD was selected as a field testing site for the Spanish TAAS Test by the Texas Education Agency. Consequently, a three-hour workshop was conducted for third- and fourth-grade teachers in which they reviewed test specifications for mathematics and reading, were given practice materials in Spanish, and discussed effective instructional strategies to ensure success on the TAAS tests. Seventy-five teachers participated in the workshop.

Three of the workshops, "Making It Work for ESL Students," "Integrating ESL Through the Content Areas," and "Connecting Reading and Writing for the ESL Student," were more in-depth presentations on specific instructional concerns. A total of 107 teachers participated. One presentation focused on teachers in middle/junior high school (N = 30), and the other two on teachers working with students in pre-K-6 (N = 77). Some of the themes addressed in the three workshops were:

- Exploring instructional strategies and techniques to create a successful learning environment for both beginning and more advanced ESL students;
- Demonstrating and discussing various activities for success in the ESL classroom, involving authentic language-learning experiences;
- Discussing various TAAS strategies that can be adapted for ESL students, and the role of the ESL teacher as a facilitator to content area teachers and parents; and
- Reviewing instructional strategies with an emphasis on oral language fluency and literacy skills.

The purpose of the workshops, "The TOPT Is Tough" (Texas Oral Proficiency Test) and the "ESL ExCET Review" (Examination for the Certification of Educators in Texas), was to prepare teachers for taking examinations that would facilitate their bilingual certification process. A total of 31 teachers attended the workshops.

Results of Training

Evaluation forms were completed by teachers for five workshops just described. However, the evaluation forms completed by the participants were not all the same. The evaluation form for one of the workshops was from the Office of Bilingual Education, two were from the Southwest Educational Development Laboratory, and three were from the Professional Development Academy. The first three were on a 5-point scale, with zero (0) defined as low and four (4) as high; the remaining three were also on a 5-point scale, but the rating options were "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." The evaluation forms included some open-ended questions and questions identifying the most useful and least useful aspects of the workshop. Ratings (0, 1, 2, 3, or 4) were ascribed to the organization of the session, usefulness of the information, quality of the handouts, effectiveness of the presenter, the overall quality of the workshop, and the appropriateness of the workshop. *The majority of the teachers consistently found the workshops to be well organized, useful, and the presenter effective.* See Figure 23 for teacher ratings of the workshops.

FIGURE 23
TEACHER RATINGS OF BILINGUAL PROGRAM TRAINING WORKSHOPS, 1994-95

WORKSHOP "MAKING IT WORK FOR ESL STUDENTS" (N=28)

Area Evaluated	0	1	2	3	4
Organization				21%	79%
Usefulness					100%
Quantity of Handouts				11%	89%
Effectiveness of Presenter				11%	89%
Overall Quality				18%	82%
Appropriateness				7%	93%

WORKSHOP "INTEGRATING ESL THROUGH THE CONTENT AREAS" (N=37)

Area Evaluated	0	1	2	3	4
Organization			5%	30%	62%
Usefulness			3%	32%	65%
Quantity of Handouts			8%	35%	54%
Effectiveness of Presenter			3%	11%	86%
Overall Quality			5%	30%	65%
Appropriateness			3%	35%	62%

WORKSHOP "CONNECTING READING AND WRITING FOR THE ESL STUDENT" (N=25)

Area Evaluated	0	1	2	3	4
Organization			2%	12%	84%
Usefulness				12%	88%
Quantity of Handouts				48%	52%
Effectiveness of Presenter				8%	92%
Overall Quality				16%	84%
Appropriateness				20%	80%

The teachers were asked to comment on the appropriateness of the workshops. Some of the teachers were first- and/or second-year teachers, and they expressed a need for additional bilingual materials, the opportunity to "make and take" games and activities for their students, and more "hands on" time to practice some of the ideas suggested. The participants were very supportive of the presenters' knowledge and skills. Two teachers expressed as a training need assistance in addressing the instructional needs of ESL students in a "regular" classroom setting. Another teacher wanted more bilingual content material/ information for mathematics and social science.

See Figure 24 for comments from teachers on the workshops.

FIGURE 24
COMMENTS FROM TEACHERS ON THE BILINGUAL PROGRAM TRAINING WORKSHOPS, 1994-95

"I found the workshop to be very instructional with many fun, exciting, and innovative ideas to use with the students."
"I am still an intern learning ESL strategies; this workshop was extremely useful."
"The workshop was excellent. The presenter was very enthusiastic and energetic, and she kept us on our toes. Her message was very powerful."
"I will be able to share and utilize the teaching techniques that were taught with others, and I feel will help raise the TAAS scores."
"The ideas were great, and I will try to adapt them to my 2nd grade ESL students."

The evaluation form for the Professional Development Academy has five general evaluation sections and categories within those sections, and does not have any open-ended questions. The rating scale is a 5-point scale as follows: strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5. *The overall responses for the objectives, content and instruction, environment, and summative responses for the "ESL ExCET Review" workshop were in the agree and strongly agree category* (see Figures 25 and 26). *The responses on the five evaluation forms for the TOPT (Texas Oral Proficiency Test) workshop were all in the strongly agree category.* (The workshop ratings for the "ESL ExCET Review" workshop are presented twice because it was conducted by two presentors, and they both had participants complete evaluation forms.)

See Figure 25 for the results of the workshop evaluations. The value ascribed to the ratings is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

FIGURE 25
TEACHER RATINGS ON "ESL EXCET REVIEW" WORKSHOP, FIRST SESSION (N=14)

AREA EVALUATED	1	2	3	4	5
Objectives were:					
Clearly stated		7%	29%	64%	
Relevant*		14%	21%	57%	
Content and Instruction:					
Were in agreement with stated objectives		7%	21%	71%	
Were stimulating		21%	50%	21%	7%
Were at appropriate levels		7%	29%	64%	
Were appropriately paced		21%	29%	50%	
Indicated thoughtful planning			29%	64%	7%
Were effectively organized			36%	50%	14%
Instructor:					
Was well-prepared		7%	21%	36%	36%
Was knowledgeable		7%	7%	50%	36%
Used effective teaching techniques			36%	36%	29%
Provided for individual differences			21%	64%	14%
Encouraged exchange of ideas				71%	29%
Environment:					
Facilities were adequate		7%	29%	50%	14%
Time was appropriate			21%	57%	21%
Summative Reactions:					
Use information presented in this session			29%	57%	14%
Would like more training in this area		14%	29%	43%	14%
Recommend this activity to my collegues			43%	43%	14%

* One person did not answer the question.

See Figure 26 for the results of the workshop evaluations.

FIGURE 26
TEACHER RATINGS ON "ESL EXCET REVIEW" WORKSHOP, SECOND SESSION (N=15)

AREA EVALUATED	1	2	3	4	5
Objectives were:					
Clearly stated				33%	67%
Relevant			7%	27%	67%
Content and Instruction:					
Were in agreement with stated objectives				33%	67%
Were stimulating				53%	47%
Were at appropriate levels			6%	20%	73%
Were appropriately paced			6%	20%	73%
Indicated thoughtful planning			6%	20%	73%
Were effectively organized				80%	20%
Instructor:					
Was well-prepared*				20%	73%
Was knowledgeable			7%		87%
Used effective teaching techniques			13%	13%	67%
Provided for individual differences			20%	33%	40%
Encouraged exchange of ideas			13%	27%	53%
Environment:					
Facilities were adequate		7%	13%	47%	40%
Time was appropriate			13%	33%	47%
Summative Reactions:					
Use information presented in this session			7%	27%	67%
Would like more training in this area		7%	13%	53%	27%
Recommend this activity to my collegues			13%	33%	53%

* One person did not answer the five questions pertaining to the instructor.

LONGITUDINAL STUDIES

In addition to tracking trends in the LEP population over time (e.g., achievement, attendance, discipline, retention, and dropout rates, etc.) as a gauge of program effectiveness, evaluation staff also conducted longitudinal studies. Three are described in this report:

1. Prekindergarten,
2. Exited LEP students, and
3. LEP served versus LEP refusals.

EFFECT OF PREKINDERGARTEN

Six years later, the LEP students who had been in bilingual prekindergarten had higher attendance, lower discipline rates, and higher passing rates on the TAAS, except for TAAS Reading, than LEP students who had not been in prekindergarten the same year. The evidence suggests that there are benefits to LEP students from being served in pre-K; however, additional study is needed.

In 1993-94, a question was posed by the administrative supervisor of Bilingual Education/ESL concerning the effect of prekindergarten on LEP students. The question was operationalized as a comparison of the performance five years later of the LEP students who were or were not served in prekindergarten. The students would then be in grade 3 and would have received either five years of service in the bilingual program (if they had entered the program in prekindergarten during the 1989-90 school year) or four years of service if they had entered in kindergarten in 1990-91. As the analysis was not completed in 1993-94, the question was repeated in ORE's 1994-95 evaluation plan.

In fall 1994, two groups of LEP students were identified from the LEP master file and the Student Master File:

1. Students in grade 3 at the end of the 1993-94 school year who were served in prekindergarten in the 1989-90 school year, and who had been served continuously in the bilingual program for <u>five</u> years; and

2. Students in grade 3 at the end of the 1993-94 school year who had <u>not</u> been served in prekindergarten in the 1989-90 school year, and who had been served continuously in the bilingual program for <u>four</u> years.

The two groups, *pre-K served* and *not pre-K served*, had 322 and 127 students, respectively. GENESYS was run on each of the groups in summer 1995. At the time of the analysis, in 1994-95, the students were in grade 4. The results are tabled in Figure 27. As seen in the figure:

- The two groups are similar demographically. Both are approximately half male and female, almost all of the students are Hispanic, and almost all are from low-income families. A smaller percentage of the pre-K-served students were overage for their grade levels, but fewer of the not-served students were classified as special education. Very few of the served students and none of the not-served students were in the gifted/talented program.

- The progress indicators included in the comparison seem to favor the pre-K-served group. The attendance rates of the served students were higher than those of the not-served students both in fall 1994 and spring 1995. The discipline rate among the not-served students in fall 1994 (1.6%) was higher than both the served group (0%) and the overall rate at the elementary level districtwide (.2%), but students in neither group had disciplinary problems in spring 1995. None of the LEP students in either group were recommended in spring 1995 for retention the following year. (Only .3% of the elementary students districtwide were recommended for retention.)

- In terms of achievement, the served students' average ITBS score in reading was slightly higher than the not-served students' score, but the not-served students' average mathematics score was higher than the served students' score. (Because only 10 students in the not-served group were administered the ITBS, interpretation of the scores should be made with caution.) Larger percentages of the served students passed the TAAS tests than the not-served students, except in reading.

Overall, from the evidence presented, *there appear to be benefits to LEP students from participation in prekindergarten*. The 20% of LEP students who did not go to prekindergarten and who are now overage for their grade argues in favor of pre-K service, where the rate was almost half. Likewise, the higher passing percentages on the TAAS tests, except for Reading, among the pre-K-served students, with more than two thirds passing the Writing test, is evidence in support of prekindergarten service. On the other hand, the higher percent passing on TAAS Reading test among the not-served group is not consistent with the conclusion of an advantage conferred by pre-K service. In summary, although taking a current-year snapshot provides some indications of the value of prekindergarten to LEP students, the picture of prekindergarten service is not entirely clear. Additional follow-up of this and similar cohort groups, as well as the consideration of other possibly relevant variables, should shed additional light on the question.

FIGURE 27
LEP STUDENTS SERVED VERSUS NOT SERVED IN PREKINDERGARTEN, SIX YEARS LATER (1994-95)

DEMOGRAPHIC INDICATORS	PRE-K SERVED (N = 322)				NOT PRE-K SERVED (N = 127)			
Sex		Male	Female			Male	Female	
	#	160	162		#	60	67	
	%	50	50		%	47	53	
Ethnicity		African American	Hispanic	Other		African American	Hispanic	Other
	#	1	307	14	#	1	116	10
	%	0	95	4	%	1	91	8
Low Income		308	96%			121	95%	
Overage for Grade		36	11%			26	20%	
Special Education		62	19%			13	10%	
Gifted/Talented		3	1%			0	0%	
PROGRESS INDICATORS	Fall 1994		Spring 1995		Fall 1994		Spring 1995	
Attendance	97.9%		97.2%		97.0%		96.9%	
Discipline	0		0		2		0	
Retention		0				0		
ACHIEVEMENT INDICATORS								
ITBS (Grade 4) Fall 1994		Reading	Math	Composite		Reading	Math	Composite
Median percentile score	#	23	23	23	#	10	10	10
	PR	21	37	29	PR	17	48	30
TAAS (Grade 4) Spring 1995		Reading	Math	Writing	All	Reading	Math	Writing	All
Percent passing	#	97	98	100	117	40	37	38	46
	%	65	56	68	46	73	54	42	33

PR = Percentile rank ITBS = Iowa Tests of Basic Skills
TAAS = Texas Assessment of Academic Skills All= All tests taken
Median percentile - The 50th percentile is the national average on all tests at all grades. The 50th percentile means 50% of the national norm group made a lower score.

FOLLOW-UP OF EXITED STUDENTS

Compared to students districtwide, exited LEP students one to two years later dropped out less frequently, were retained less often, made higher grade point averages (GPA's), had higher attendance, and were involved in fewer disciplinary incidents. The achievement of former LEP students generally surpassed AISD averages on the TAAS and national averages on the ITBS and TAP.

To determine how LEP students perform after they leave the bilingual program, achievement and progress indicators for the 1994-95 school year were examined for a group of former LEP students who had exited the bilingual program during the previous two years. A group of 454 students who had exited from the bilingual program at some time from the beginning of the 1992-93 school year through the end of the 1993-94 school year (August 25, 1992 to May 31, 1994) was identified from the LEP master file. Of these students, 380 (84%) were still in AISD at the end of the first semester of 1994-95. At the time of identification (January 17, 1995), the exited students were in grades 3-12; 205 students were in grades 3-6, 125 in grades 6-8, and 50 in grades 9-12.

Outcome data were obtained for the three groups of students--elementary, middle/junior high school, and high school--through the use of ORE's GENeric Evaluation SYStem (GENESYS). GENESYS data for the former LEP students are summarized across the grade spans in Attachment 3. As shown in the attachment:

- Compared to the sixth six weeks dropout rates for 1994-95 for middle/junior high school and high school, the dropout rates among former LEP students were lower.
- Dropout rates predicted for the exited LEP students based on their at-risk status were higher than the actual rates, meaning that fewer students dropped out than anticipated.
- Lower percentages of the former LEP students were recommended in spring 1995 for retention the following year than were students districtwide, at all three levels.
- Compared with the GPA's for all middle/junior high school and high school students, the GPA's of former LEP students were higher.
- The attendance rates of former LEP students at all three levels were higher than the respective District attendance rates for elementary, middle/junior high school, and high school, both in fall 1994 and spring 1995.
- Compared with the percentages of students involved in discipline incidents at the elementary, middle/junior high school, and high school levels districtwide, the percentages of exited LEP students were lower (or equal at zero) at all three levels, both in fall 1994 and spring 1995.

These results are the more remarkable since large percentages of the exited LEP students are low income, overage (especially in the secondary grades), and at risk (see Attachment 3).

The achievement of the 380 exited LEP students as measured by standardized achievement tests is presented in Figures 28 and 29. Figure 28 presents the spring 1995 TAAS results. Figure 29 gives the students' scores from the fall 1994 administrations of the ITBS and TAP. As the figures show:

- High percentages of the exited students in grades 3-6 and at the exit level passed the Reading and Mathematics tests and all tests taken. At grades 7 and 8, high percentages of students passed the Reading test, but less than half of the students passed Mathematics and all tests taken.

- At those grade levels in which a sufficiently large number of exited students were tested, the former LEP students generally scored above the national average on the Reading, Mathematics, and Composite tests. Grade 9 students scored below the national average on the three tests, and grade 7 students scored below the national average on Mathematics.

FIGURE 28
EXITED LEP STUDENTS, PERCENT PASSING TAAS, 1994-95
(Exits from 8/25/92 through 5/31/94)

1994-95 GRADE	READING		MATHEMATICS		ALL TESTS TAKEN	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	41	93	39	92	41	85
4	66	94	68	90	73	85
5	63	90	63	84	63	79
EL 6	15	93	16	75	16	75
MS 6	55	89	55	69	55	69
7	38	95	38	45	38	45
8	28	71	27	44	28	36
Exit	24	92	24	92	24	79

EL 6 = Elementary grade 6 MS 6 = Middle school grade 6

FIGURE 29
EXITED LEP STUDENTS, MEDIAN PERCENTILES, ITBS/TAP, 1994-95
(Exits from 8/25/92 through 5/31/94)

1994-95 GRADE	READING		MATHEMATICS		COMPOSITE	
	Number Tested	Median Percentile	Number Tested	Median Percentile	Number Tested	Median Percentile
3	41	57	42	73	41	71
4	12	56	12	69	11	66
5	67	52	67	67	67	60
EL 6	*	*	*	*	*	*
MS 6	*	*	*	*	*	*
7	32	51	38	49	30	52
8	--	--	--	--	--	--
9	22	41	22	49	21	45
10	9	56	9	48	9	57
11	*	*	*	*	*	*

* Five or fewer students tested

ITBS = Iowa Tests of Basic Skills TAP = Tests of Achievement and Proficiency
EL 6 = Elementary grade 6 MS 6 = Middle school grade 6 -- = No students tested

Median percentile - The 50th percentile is the national average on all tests at all grades. The 50th percentile means 50% of the national norm group made a lower score.

LEP SERVED VERSUS PARENT REFUSALS

In addition to longitudinal follow-up, program effectiveness may also be gauged by the comparison of outcome indicators for LEP students being served and the LEP students whose parents refused services. Because it is neither ethically nor legally possible to assign students to a control group for the purposes of evaluating program effect, "LEP refusals," as they may be termed, constitute a naturally occurring comparison group. The students differ from the served LEP students in that, as a group, their parents decided to refuse program services, but in other respects they have similar characteristics and are therefore useful for comparison purposes.

In the section which follows, served LEP students are compared with LEP refusals in terms of achievement, attendance, discipline rates, retention rates, and dropout rates. Data were obtained for school years 1991-92, 1992-93, 1993-94, and 1994-95 by means of GENESYS. Complete data are contained in Attachments 4-11. Where the differences between the groups favor the LEP served, they may be taken as evidence of the effectiveness of the bilingual/ESL program in AISD.

TAAS

Figures 30, 31, and 32 table the percent passing rates and the differences in percent passing TAAS by the LEP served and LEP refusals for the Writing, Reading, and Mathematics tests, respectively, for 1994-95 and the three previous school years. Figure 33 provides the same information for all TAAS tests taken.

The TAAS testing in the 1991-92 school year included grades 3, 5, 7, 9, and 11. In 1992-93, students in grades 4, 8, and 10 were tested. In 1993-94 and 1994-95, tests were administered in grades 3-8 and exit level (beginning in grade 10).

As the figures show:

- In writing, the LEP refusals passed the TAAS at higher rates than the LEP served in all years and in all grades tested, except in grades 3 and 5 in 1991-92.
- In reading, the advantage of the LEP refusals was not so pronounced, but the differences in passing rates favoring the LEP refusals outnumbered the differences favoring the LEP served by more than two to one.
- In mathematics, the differences between the LEP refusals and LEP served in TAAS passing rates were nearly equal, with a slight advantage to the LEP refusals (13 of 24 comparisons).
- On all TAAS tests taken, the differences in passing rates again slightly favored the LEP refusals (14 of 24 comparisons).

Figures 34 and 35 compare the percent passing rates on TAAS for LEP-served students only on the Writing and Reading tests and on Mathematics and all tests, respectively, from 1992-93 through 1994-95. Differences in percent passing from 1992-93 to 1993-94 and from 1993-94 to 1994-95 are also shown. As seen in the figures:

- *The percentages of LEP-served students who passed the TAAS Writing test increased at all grades from 1993-94 to 1994-95.* Reading passing percentages also increased, at both grades 4 and 8 from 1992-93 to 1993-94, and at five of eight grade levels from 1993-94 to 1994-95. The largest increases from 1992-93 to 1993-94 were in reading at grades 4 and 8.

- On the Mathematics test, the percentages of LEP-served students passing increased at five of eight grade levels from 1993-94 to 1994-95. Increases also occurred at four of eight grade levels for all tests taken.

- Grade 5 was the only grade to post increases each year in all areas tested. Grade 4 showed increases in all areas from 1993-94 to 1994-95.

- The largest increases from 1993-94 to 1994-95 were in grades 6 and 7 in reading and in grades 4 and 5 in mathematics and all tests taken.

FIGURE 30
DIFFERENCES IN PERCENT PASSING TAAS WRITING TEST, LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

GRADE	1991-92			1992-93			1993-94			1994-95		
	S	R	Δ	S	R	Δ	S	R	Δ	S	R	Δ
3	46	35	+ 11									
4				61	65	- 4	58	67	- 9	62	78	- 16
5	51	44	+ 7									
7	12	17	- 5									
8				7	30	- 23	16	30	- 14	19	31	- 12
9	7	20	- 13									
10				19	27	- 8						
11	25	47	- 22									
Exit							38	56	- 18	43	66	- 23

S = Served R = Refused
Δ = Difference. Percent of students served minus percent of refusals (S - R).
Blank = Not tested that year

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused services.

FIGURE 31
DIFFERENCES IN PERCENT PASSING TAAS READING TEST,
LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

GRADE	1991-92			1992-93			1993-94			1994-95		
	S	R	Δ	S	R	Δ	S	R	Δ	S	R	Δ
3	62	51	+ 11				59	64	- 5	49	40	+ 9
4				21	13	+ 8	46	46	0	52	53	- 1
5	24	13	+ 11				38	42	- 4	46	45	+ 1
EL 6							32	50	- 18	30	0	+ 30
MS 6							22	31	- 9	36	41	- 5
7	8	17	- 9				18	32	- 14	30	33	-3
8				4	26	- 22	16	30	- 14	16	30	- 10
9	8	15	- 7									
10				12	22	- 10						
11	26	21	+ 5									
Exit							34	51	- 17	34	53	- 19

S = Served R = Refused
Δ = Difference. Percent of students served minus percent of refusals (S - R).
Blank = Not tested that year

EL 6 = Elementary grade 6 MS 6 = Middle school grade 6

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused services.

FIGURE 32
DIFFERENCES IN PERCENT PASSING TAAS MATHEMATICS TEST, LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

GRADE	1991-92			1992-93			1993-94			1994-95		
	S	R	Δ	S	R	Δ	S	R	Δ	S	R	Δ
3	77	60	+ 17				41	42	- 1	50	36	+ 14
4				35	22	+13	32	20	+ 12	48	50	- 2
5	27	17	+ 10				23	24	- 1	37	34	+ 3
EL 6							29	50	- 21	30	0	+ 30
MS 6							21	16	+ 5	20	10	+ 10
7	10	19	- 9				8	20	- 12	12	14	- 2
8				8	12	- 4	17	17	0	13	10	+ 3
9	5	6	- 1									
10				15	28	- 13						
11	29	38	- 9									
Exit							44	50	- 6	42	49	- 7

S = Served R = Refused

Δ = Difference. Percent of students served minus percent of refusals (S - R).
Blank = Not tested that year

EL 6 = Elementary grade 6 MS 6 = Middle school grade 6

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused services.

FIGURE 33
DIFFERENCES IN PERCENT PASSING TAAS ALL TESTS,
LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

GRADE	1991-92			1992-93			1993-94			1994-95		
	S	R	Δ	S	R	Δ	S	R	Δ	S	R	Δ
3	37	23	+ 14				35	36	- 1	36	29	+ 17
4				13	8	+ 7	26	15	+ 11	37	39	- 2
5	13	10	+ 3				17	19	- 2	30	27	+ 3
EL 6							24	50	- 26	17	0	+ 17
MS 6							13	15	- 2	16	8	+ 8
7	2	7	- 5				8	12	- 4	7	13	- 6
8				2	7	- 5	8	5	+ 3	6	7	- 1
9	1	5	- 4									
10				4	2	+ 2						
11	11	16	- 5									
Exit							22	36	- 14	22	40	- 18

S = Served R = Refused
Δ = Difference. Percent of students served minus percent of refusals (S - R).
Blank = Not tested that year

EL 6 = Elementary grade 6 MS 6 = Middle school grade 6

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused services.

FIGURE 34
DIFFERENCES IN PERCENT PASSING TAAS TESTS, LEP SERVED ONLY, 1992-93 THROUGH 1994-95, WRITING AND READING

GRADE	WRITING					READING				
	1993	1994	93 to 94	1995	94 to 95	1993	1994	93 to 94	1995	94 to 95
3							59		49	- 10
4	61	58	- 3	62	+ 4	21	46	+ 25	52	+ 6
5							38		46	+ 8
EL 6							32		30	- 2
MS 6							22		36	+ 14
7							18		30	+ 12
8	7	16	+ 9	19	+ 3	4	16	+12	19	+ 3
10	19									
11										
Exit		38		45	+ 5		34		34	0

FIGURE 35
DIFFERENCES IN PERCENT PASSING TAAS TESTS, LEP SERVED ONLY, 1992-93 THROUGH 1994-95, MATHEMATICS AND ALL TESTS TAKEN

GRADE	MATHEMATICS					ALL TESTS TAKEN				
	1993	1994	93 to 94	1995	94 to 95	1993	1994	93 to 94	1995	94 to 95
3			41	50	+ 9		35		36	+ 1
4	35	32	- 3	48	+ 16	15	26	+ 11	37	+ 11
5		23		37			17		30	+ 13
EL 6		29		30			24		17	- 7
MS 6		21		20			13		16	+ 3
7		8		12			8		7	- 1
8	8	17	+ 9	13	- 4	2	8	+ 6	6	- 2
10	15									
11										
Exit		44		42	- 2		22		22	0

Retention

The data on retention indicate that LEP students who are served by the bilingual/ESL program have lower retention rates than the refusals in high school and middle school. In the elementary grades, retention rates are higher for the LEP students who are served than for the LEP refusals. See Figure 36.

FIGURE 36
DIFFERENCES IN PERCENT RETENTION RATES
LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

SCHOOL YEAR	ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL
1994-95	- .4	+ 5.8	+ 4.0
1993-94	+ .3	+ 2.0	+ 1.0
1992-93	- .2	+ 5.5	- 2.5
1991-92	- .4	+ 1.4	+ 1.8

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused service.

Grade Point Average (GPA)

The data on GPA indicate that LEP students who are served by the bilingual/ESL program in high school and middle/junior high school maintain a higher grade point average than the students who do not participate in the program because of parent refusal. See Figure 37.

FIGURE 37
DIFFERENCES IN GRADE POINT AVERAGES,
LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

SCHOOL YEAR	ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
		Fall	Spring	Fall	Spring
1994-95	N/A	+ 1.7	+ 2.9	+ .1	+ 1.4
1993-94	N/A	+ 1.0	+ 1.4	+ .5	+ .9
1992-93	N/A	+ 1.2	+ 1.3	+ 1.2	- .4
1991-92	N/A	+ .1	+ .1	+ 1.0	+ 2.5

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused service.

Attendance

The data on attendance indicate that LEP students who are served by AISD's bilingual/ESL programs have higher attendance rates than the LEP refusals in middle/junior high school. Attendance rates for LEP-served students are generally higher in high school but generally lower in elementary than the attendance rates of LEP refusals. See Figure 38.

FIGURE 38
DIFFERENCES IN ATTENDANCE RATES,
LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

SCHOOL YEAR	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	Fall	Spring	Fall	Spring	Fall	Spring
1994-95	- .3	- .1	+ 1.6	+ 1.9	+ .1	- .4
1993-94	- .1	+ .5	+ 1.5	+ 1.4	0	+ .2
1992-93	- .6	- .4	+ 1.2	+ 1.9	+ .7	- .5
1991-92	+ .1	+ .3	+ 4.0	+ .3	+ .7	+ 1.2

Discipline

The data on discipline rates indicate that LEP students who are served by the bilingual/ESL program in middle/junior high schools have fewer discipine problems than the LEP refusals. As with the other progress indicators, the rates are higher for the served students in middle/junior high and in high school than in elementary school. See Figure 39.

FIGURE 39
DIFFERENCES IN DISCIPLINE RATES,
LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

SCHOOL YEAR	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	Fall	Spring	Fall	Spring	Fall	Spring
1994-95	- .1	+ .3	- .5	+ 3.9	+ .6	+ 3.0
1993-94	0	+ .8	+ 1.7	+ 5.4	+ 3.6	+ 1.0
1992-93	+ .3	+ .5	+ 3.5	+ 1.8	+ 4.1	+ 1.3
1991-92	0	+ .1	+ 1.1	- 1.8	- 1.6	+ .1

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused service.

Dropout Rates

In 1994-95, both the high school LEP students served and LEP refusals had lower predicted dropout rates, 8.6 and 8.6%, respectively, than their obtained dropout rates (14.8% and 8.8%), meaning that the programs did worse than anticipated. Both of the groups had higher dropout rates than the overall District (7.9%). *During each of the previous three years of program participation, the LEP-served group had a higher predicted dropout rate than the obtained dropout rate, meaning that the program did better than anticipated in keeping students in school.* The predicted rate is based on historically known percentages of students with the same risk characteristics who dropped out. See Figure 40.

FIGURE 40
DROPOUT RATES, HIGH SCHOOL,
LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

GROUPS	DISTRICT RATE	PREDICTED RATE	OBTAINED RATE	BETTER (+) OR WORSE (-) THAN PREDICTED
1994-95				
District	7.9%	N/A	N/A	
LEP Served	14.7%	8.6%	14.8%	-
LEP Refusals	8.8%	8.6%	8.8%	-
1993-94				
District	8.8%	N/A	N/A	
LEP Served	11.0%	14.0%	11.0%	+
LEP Refusals	12.9%	12.1%	12.9%	-
1992-93				
District	8.9%	N/A	N/A	
LEP Served	8.0%	7.7%	0.2%	+
LEP Refusals	9.7%	7.2%	0.3%	+
1991-92				
District	7.8%	N/A	N/A	
LEP Served	0.8%	6.3%	0.3%	+
LEP Refusals	1.4%	6.3%	0.9%	+

N/A = Not applicable

In 1994-95, the middle/junior high school LEP students served had a lower predicted dropout rate (4.1%) than actually occurred (the obtained rate) for the group (5.3%); the LEP refusals had a higher predicted dropout rate (4.1%) than obtained for the group (2.7%). The lower obtained rate for the students not served means they did better than anticipated. When compared to the District's junior high school dropout rate of (2.4%), the LEP students served had a higher rate (3.2%) and the LEP refusals a lower rate (2.0%). *During each of the past three years of program participation, the LEP-served students had a higher predicted dropout rate than their obtained dropout rate, meaning that the program did better than anticipated in keeping students in school.* The predicted rate is based on historically known percentages of students with the same risk characteristics who dropped out. See Figure 41.

FIGURE 41
DROPOUT RATES, MIDDLE/JUNIOR HIGH SCHOOL, LEP SERVED AND REFUSALS, 1991-92 THROUGH 1994-95

GROUPS	DISTRICT RATE	PREDICTED RATE	OBTAINED RATE	BETTER (+) OR WORSE (-) THAN PREDICTED
1994-95				
District	2.4%	N/A	N/A	
LEP Served	3.2%	4.1%	5.3%	+
LEP Refusals	2.0%	4.1%	2.7%	-
1993-94				
District	3.3%	N/A	N/A	
LEP Served	2.5%	4.4%	4.2%	+
LEP Refusals	1.4%	3.8%	2.0%	+
1992-93				
District	2.9%	N/A	N/A	
LEP Served	2.3%	3.2%	0.2%	+
LEP Refusals	1.0%	2.4%	0.4%	+
1991-92				
District	1.8%	N/A	N/A	
LEP Served	2.0%	2.0%	0.6%	+
LEP Refusals	0.0%	2.1%	0.0%	-

N/A = Not applicable

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(b) To ensure a comprehensive monitoring and assessment effort of each district at least every three years, data reported by the district in the Public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

Source: The provisions of this §89.15 adopted to be effective June 19, 1991, 16 TexReg 3040.

§89.16. Evaluation.

Statutory Citation

Texas Education Code §35.042: Performance Report.

"(a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner of education. The annual report must also include campus performance objectives established under Section 21.7532 and the progress of each campus toward those objectives, which shall be available to the public.

Rule

(a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

(b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language program, and the number of teachers and aides trained, frequency of training, scope of training, and results. These reports shall be retained at the district level to be made available to monitoring teams according to §89.15 of this title (relating to Monitoring of Programs and Enforcing Law and State Board of Education Rules).

(c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and the home language on June 1 each year.

(d) Local programs approved under §89.14 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative, summative evaluative processes, and which specifically details performance measures for the limited English proficient students proposed to be served each year.

Source: The provisions of this §89.16 adopted to be effective June 19, 1991, 16 TexReg 3040.

ATTACHMENT 2
BILINGUAL/ESL TEACHER TRAINING, 1994-95

DATE AND TIME	TITLE	TOPIC/DESCRIPTION	NUMBER ATTENDING AND GRADE LEVELS
09/13/94 - 8:30AM-4:00PM	Middle/Junior High School ESL Program Teacher Training	• Instructional Program/ESL • Identification of LEP Students • Mainstreaming LEP Students • Campus Support for LEP Students	15 Teachers Grades 6-8
09/20/94 - 8:30AM-4:00PM	High School ESL Program Teacher Training	• Instructional Program Placement and Materials • Mainstreaming Students • Campus Support for LEP Students	12 Teachers Grades 9-12
10/11/94 - 8:30AM-4:00PM	Middle/Junior High School ESL Program Teacher Training	• Instructional Strategies • Instructional Materials	12 Teachers Grades 6-8
10/26/94 - 8:30AM-4:00PM	High School ESL Program Teacher Training	• Instructional Strategies • Instructional Materials	10 Teachers Grades 9-12
01/18/95 - 3:30PM-6:30PM	Spanish TAAS Math and Reading Workshop	• Review Spanish Test specifications for math and reading • Receive practice materials in Spanish • Instructional strategies to ensure success on the TAAS	75 Teachers Grades 3-4
01/24/95 - 8:30AM-4:00PM	Middle/Junior High School ESL Program Teacher Training	• Instructional Strategies • Instructional Material Ordered	14 Teachers Grades 6-8
01/31/95 - 8:30AM-4:00PM	High School ESL Program Teacher Training	• Instructional Strategies • Core Material List • Career Education	15 Teachers Grades 9-12
02/23/95 - 8:30AM-4:00PM	Making It Work for ESL Students	• Explore instructional strategies and techniques to create a successful learning environment for both beginning and more advanced ESL students.	30 Teachers Grades 6-12
03/27/95 - 3:30PM-6:30PM	Integrating ESL Through the Content Areas	• Instructional strategies and learning activities focusing on language acquisition through the content areas. • Use of Oxford Dictionary and curriculum guide.	47 Teachers Grades PreK-6
04/25/95 - 8:30AM-4:00PM	Connecting Reading and Writing for the ESL Student	• Instructional strategies emphasizing oral language fluency and literacy skills to promote cognitive growth, academic success and self-esteem.	30 Teachers PreK-5
05/24/95 - 8:30AM-4:00PM	The TOPT Is Tough (Texas Oral Proficiency Test)	• Information about the TOPT format • Tips and techniques for each TOPT Item • Specific grammar for TOPT items • Plenty of practice on TOPT items	7 Teachers Grades PreK-8
05/31/95 - 8:30AM-4:00PM 06/01/95 - 8:30AM-4:00PM 06/02/95 - 8:30AM-4:00PM	ESL EXCET Review (Examination for the Certification of Educators in Texas)	• Review ESL methodology, testing strategies, and prepare teachers for state certification examination.	24 Teachers (Twenty-four teachers attended 2 days and 11 teachers 3 days.) Grades 1-8

94.05

ATTACHMENT 3
LEP STUDENTS EXITED August 25, 1992 - May 31, 1994
LONGITUDINAL INFORMATION, GRADES PRE-K-12, (N=380)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	N/A	93% (N=41)	92% (N=39)	85% (N=41)
Grade 4	94% (N=72)	94% (N=66)	90% (N=68)	85% (N=73)
Grade 5	N/A	90% (N=63)	84% (N=63)	79% (N=63)
Grade 6	N/A	93% (N=15)	75% (N=16)	75% (N=16)
Grade 6	N/A	89% (N=55)	69% (N=55)	55% (N=69)
Grade 7	N/A	95% (N=38)	45% (N=38)	45% (N=38)
Grade 8	81% (N=26)	71% (N=28)	44% (N=27)	36% (N=28)
Exit Level	88% (N=24)	92% (N=24)	92% (N=24)	79% (N=24)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
District, 1994-95	N/A		2.4%		7.9%	
Program, 1994-95			.8%		2.0%	
RETENTION						
District, 1994-95	N/A		9.5%		4.2%	
Program, 1994-95			4.8%		4.0%	
GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1994-95	N/A		83.5	83.3	78.9	78.8
Program, 1994-95			86.4	85.2	82.9	82.0
CREDITS						
District, 1994-95	N/A		N/A			
Program, 1994-95					2.8	2.6
ATTENDANCE						
District, 1994-95	96.4%	95.3%	94.3%	92.6%	90.2%	88.6%
Program, 1994-95	98.3%	97.8%	96.8%	95.2%	94.6%	92.5%
DISCIPLINE						
District, 1994-95	0.2%	0.0%	6.8%	7.1%	5.5%	4.6%
Program, 1994-95	0.1%	0.0%	2.4%	4.0%	4.0	4.0%

DEMOGRAPHIC INDICATORS

INDICATORS	GRADES PREK-6 #	GRADES PREK-6 %	GRADES 6-8 #	GRADES 6-8 %	GRADES 9-12 #	GRADES 9-12 %
Low Income	156	76%	103	82%	32	64%
Overage	15	7%	20	16%	15	30%
Special Education	4	2%	1	1%	0	0%
Gifted and Talented	15	7%	7	6%	2	4%
At-Risk	40	19.5%	38	30.4%	30	60%
Predicted Dropout Rate	N/A		3	4.1%	4	8.6%
Obtained Dropout Rate	N/A		1	1.4%	1	2.0%
Graduation Rate	N/A		N/A		8	16%

ATTACHMENT 4
LEP STUDENTS SERVED, GRADES PRE-K-12, 1991-92
(N=6,108)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	46% (N=555)	62% (N=556)	77% (N=574)	37% (N=579)
Grade 4				
Grade 5	51% (N=166)	24% (N=170)	27% (N=176)	13% (N=178)
Grade 6				
Grade 7	12% (N=105)	8% (N=105)	10% (N=108)	2% (N=113)
Grade 8				
Grade 9	7% (N=133)	8% (N=136)	5% (N=133)	1% (N=140)
Grade 11	25% (N=83)	26% (N=86)	29% (N=87)	11% (N=88)
Exit Level				

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School	High School
DROPOUTS			
District, 1991-92	N/A	1.8%	7.8%
Program, 1991-92		0.2%	0.8%
RETENTION			
District, 1991-92	0.4%	7.7%	5.3%
Program, 1991-92	0.7%	10.9%	12.4%

GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1991-92		N/A	84.3	84.1	80.6	80.7
Program, 1991-92			82.2	82.5	79.5	79.1
CREDITS						
District, 1991-92		N/A		N/A		
Program, 1991-92					2.4	2.2
ATTENDANCE						
District, 1991-92	96.5%	96.0%	94.2%	92.8%	92.5%	91.1%
Program, 1994-95	96.3%	96.0%	94.4%	92.0%	94.0%	91.5%
DISCIPLINE						
District, 1991-92	0.1%	0.2%	6.6%	7.3%	4.3%	3.4%
Program, 1991-92	0.0%	0.2%	7.0%	12.0%	4.8%	3.1%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	GRADES PREK-6 %	GRADES 6-8 #	GRADES 6-8 %	GRADES 9-12 #	GRADES 9-12 %
Low Income	4,273	92%	747	93%	535	83%
Overage for Grade	893	19%	466	58%	470	73%
Special Education	510	11%	127	16%	76	12%
Gifted and Talented	44	1%	28	3%	69	11%
At-Risk	4,223	90.6%	347	43.3%	485	75.1%
Predicted Dropout Rate	N/A		10	2.0%	40	6.3%
Obtained Dropout Rate	N/A		3	0.6%	2	0.3%

94.05

ATTACHMENT 5
LEP REFUSALS, GRADES PRE-K-12, 1991-92
(N=784)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	35% (N=52)	51% (N=51)	60% (N=57)	23% (N=57)
Grade 4				
Grade 5	44% (N=41)	13% (N=40)	17% (N=41)	10% (N=42)
Grade 6				
Grade 7	17% (N=54)	17% (N=52)	19% (N=53)	7% (N=55)
Grade 8				
Grade 9	20% (N=66)	15% (N=67)	6% (N=69)	5% (N=73)
Grade 11	47% (N=32)	21% (N=29)	38% (N=29)	16% (N=32)
Exit Level				

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
District, 1991-92		N/A		1.8%		7.8%
Program, 1991-92				0.0%		1.4%
RETENTION						
District, 1991-92		0.4%		7.7%		5.3%
Program, 1991-92		0.3%		12.3%		14.2%
GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1991-92		N/A	84.3	84.1	80.6	80.7
Program, 1991-92			82.1	82.4	78.5	76.6
CREDITS						
District, 1991-92		N/A		N/A		
Program, 1991-92					2.3	2.0
ATTENDANCE						
District, 1991-92	96.5%	96.0%	94.2%	92.8%	92.5%	91.1%
Program, 1994-95	96.2%	95.7%	90.4%	91.7%	93.3%	90.3%
DISCIPLINE						
District, 1991-92	0.1%	0.2%	6.6%	7.3%	4.3%	3.4%
Program, 1991-92	0.0%	0.3%	8.1%	10.2%	3.2%	3.2%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	%	GRADES 6-8 #	%	GRADES 9-12 #	%
Low Income	270	82%	211	89%	148	68%
Overage for Grade	75	23%	118	50%	161	74%
Special Education	66	20%	17	7%	29	13%
Gifted and Talented	8	2%	18	8%	34	16%
At-Risk	312	94.5%	108	45.8%	179	82.1%
Predicted Dropout Rate	N/A		3	2.1%	14	6.3%
Obtained Dropout Rate	N/A		0	0.0%	2	0.9%

94.05

ATTACHMENT 6
LEP STUDENTS SERVED, GRADES PRE-K-12, 1992-93
(N=6,075)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3				
Grade 4	61% (N=293)	21% (N=311)	35% (N=315)	15% (N=333)
Grade 5				
Grade 6				
Grade 7				
Grade 8	7% (N=135)	4% (N=141)	8% (N=136)	2% (N=148)
Grade 9				
Grade 10	19% (N=109)	12% (N=112)	15% (N=110)	4% (N=121)
Exit Level				

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
District, 1992-93	N/A		2.9%		8.9%	
Program, 1992-93			2.3%		8.0%	
RETENTION						
District, 1992-93	0.3%		7.8%		8.0%	
Program, 1992-93	0.5%		9.3%		13.6%	
GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1992-93	N/A		83.8	83.4	79.5	79.5
Program, 1992-93			82.2	81.8	76.6	75.0
CREDITS						
District, 1992-93	N/A		N/A			
Program, 1992-93					2.2	2.1
ATTENDANCE						
District, 1992-93	96.3%	95.6%	94.0%	91.4%	91.7%	89.5%
Program, 1992-93	95.8%	95.7%	94.6%	91.5%	92.0%	86.7%
DISCIPLINE						
District, 1992-93	0.1%	0.2%	5.3%	6.1%	4.4%	4.9%
Program, 1992-93	0.0%	0.1%	4.7%	6.1%	2.4%	4.0%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	GRADES PREK-6 %	GRADES 6-8 #	GRADES 6-8 %	GRADES 9-12 #	GRADES 9-12 %
Low Income	4,365	93%	701	95%	512	82%
Overage for Grade	711	15%	384	52%	442	71%
Special Education	455	10%	98	13%	38	6%
Gifted and Talented	33	1%	45	6%	103	16%
At-Risk	4,640	98.5%	245	33.1%	475	76.0%
Predicted Dropout Rate	N/A		15	3.2%	48	7.7%
Obtained Dropout Rate	N/A		1	0.2%	1	0.2%

ATTACHMENT 7
LEP REFUSALS, GRADES PREK-12, 1992-93
(N=983)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3				
Grade 4	65% (N=48)	13% (N=48)	22% (N=49)	8% (N=49)
Grade 5				
Grade 6				
Grade 7				
Grade 8	30% (N=90)	26% (N=91)	12% (N=90)	7% (N=96)
Grade 9				
Grade 10	27% (N=55)	22% (N=50)	28% (N=53)	2% (N=57)
Exit Level				

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
District, 1992-93		N/A		2.9%		8.9%
Program, 1992-93				1.0%		9.7%
RETENTION						
District, 1992-93		0.3%		7.8%		8.0%
Program, 1992-93		0.3%		14.8%		11.1%
GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1992-93	N/A		83.8	83.4	79.5	79.5
Program, 1992-93			81.0	80.5	75.4	75.4
CREDITS						
District, 1992-93	N/A		N/A			
Program, 1992-93					2.1	2.1
ATTENDANCE						
District, 1992-93	96.3%	95.6%	94.0%	91.4%	91.7%	89.5%
Program, 1992-93	96.4%	96.1%	93.4%	89.6%	91.3%	87.2%
DISCIPLINE						
District, 1992-93	0.1%	0.2%	5.3%	6.1%	4.4%	4.9%
Program, 1992-93	0.3%	0.6%	8.2%	7.9%	6.5%	5.3%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	%	GRADES 6-8 #	%	GRADES 9-12 #	%
Low Income	284	84%	259	85%	240	70%
Overage for Grade	65	19%	132	43%	236	69%
Special Education	65	19%	20	7%	37	11%
Gifted and Talented	4	1%	30	10%	52	15%
At-Risk	335	99.1%	183	60.2%	311	91.2%
Predicted Dropout Rate	N/A		6	2.4%	25	7.2%
Obtained Dropout Rate	N/A		1	0.4%	1	0.3%

94.05

ATTACHMENT 8
LEP STUDENTS SERVED, GRADES PRE-K-12, 1993-94
(N=6,868)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	N/A	59% (N=182)	41% (N=190)	35% (N=192)
Grade 4	58% (N=197)	46% (N=185)	32% (N=188)	26% (N=218)
Grade 5	N/A	38% (N=285)	23% (N=283)	17% (N=290)
Grade 6	N/A	32% (N=44)	29% (N=45)	24% (N=45)
Grade 6	N/A	22% (N=199)	21% (N=211)	13% (N=213)
Grade 7	N/A	18% (N=181)	8% (N=182)	8% (N=189)
Grade 8	16% (N=115)	16% (N=107)	17% (N=108)	8% (N=132)
Grade 9				
Grade 10				
Exit Level	38% (N=309)	34% (N=309)	44% (N=309)	22% (N=309)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
District, 1993-94		N/A		3.3%		8.8%
Program, 1993-94				2.5%		11.0%
RETENTION						
District, 1993-94		0.3%		11.8%		9.2%
Program, 1993-94		0.3%		12.9%		6.3%
GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1993-94	N/A		83.4	83.6	79.2	79.3
Program, 1993-94			81.5	82.0	75.2	76.5
CREDITS						
District, 1993-94	N/A		N/A			
Program, 1993-94					2.4	2.5
ATTENDANCE						
District, 1993-94	95.8%	95.7%	93.4%	92.0%	90.4%	88.8%
Program, 1993-94	95.8%	96.1%	93.7%	91.5%	88.1%	86.4%
DISCIPLINE						
District, 1993-94	0.1%	0.2%	6.6%	7.7%	5.9%	4.7%
Program, 1993-94	0.0%	0.1%	6.4%	7.0%	6.1%	2.5%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	%	GRADES 6-8 #	%	GRADES 9-12 #	%
Low Income	4,741	93%	922	94%	627	83%
Overage for Grade	615	12%	460	47%	539	71%
Special Education	476	9%	127	13%	56	7%
Gifted and Talented	17	0%	8	1%	1	0%
At-Risk	4,979	97.1%	470	47.7%	674	89.0%
Predicted Dropout Rate	N/A		26	4.4%	106	14.0%
Obtained Dropout Rate	N/A		25	4.2%	83	11.0%

ATTACHMENT 9
LEP REFUSALS, GRADES PRE-K-12, 1993-94
(N=1,027)

94.05

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	N/A	64% (N=33)	42% (N=38)	36% (N=39)
Grade 4	67% (N=48)	46% (N=50)	20% (N=50)	15% (N=52)
Grade 5	N/A	42% (N=59)	24% (N=63)	19% (N=64)
Grade 6	N/A	50% (N=4)	50% (N=4)	50% (N=4)
Grade 6	N/A	31% (N=90)	16% (N=89)	15% (N=91)
Grade 7	N/A	32% (N=79)	20% (N=82)	12% (N=85)
Grade 8	30% (N=122)	30% (N=115)	17% (N=115)	5% (N=130)
Grade 9				
Grade 10				
Exit Level	56% (N=169)	51% (N=169)	50% (N=169)	36% (N=169)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School	High School
DROPOUTS			
District, 1993-94	N/A	3.3%	8.8%
Program, 1993-94		1.4%	12.9%
RETENTION			
District, 1993-94	0.3%	11.8%	9.2%
Program, 1993-94	0.6%	14.9%	7.3%

GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1993-94	N/A		83.4	83.6	79.2	74.7
Program, 1993-94			80.5	80.6	79.3	75.6
CREDITS						
District, 1993-94	N/A		N/A			
Program, 1993-94					2.2	2.3
ATTENDANCE						
District, 1993-94	95.8%	95.7%	93.4%	92.0%	90.4%	88.8%
Program, 1993-94	95.9%	95.6%	92.2%	90.0%	88.1%	86.2%
DISCIPLINE						
District, 1993-94	0.1%	0.2%	6.6%	7.7%	5.9%	4.7%
Program, 1993-94	0.0%	0.9%	8.1%	12.4%	9.7%	3.5%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	%	GRADES 6-8 #	%	GRADES 9-12 #	%
Low Income	292	85%	303	85%	279	75%
Overage for Grade	50	15%	148	42%	255	69%
Special Education	73	21%	31	9%	35	9%
Gifted and Talented	3	1%	3	1%	3	1%
At-Risk	334	97.1%	235	65.8%	348	93.3%
Predicted Dropout Rate	N/A		9	3.8%	45	12.1%
Obtained Dropout Rate	N/A		5	2.0%	48	12.9%

94.05

ATTACHMENT 10
LEP STUDENTS SERVED, GRADES PRE-K-12, 1994-95
(N=7,722)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	N/A	49% (N=185)	50% (N=186)	36% (N=188)
Grade 4	62% (N=154)	52% (N=149)	48% (N=152)	37% (N=184)
Grade 5	N/A	46% (N=215)	37% (N=219)	30% (N=222)
Grade 6	N/A	30% (N=23)	30% (N=23)	17% (N=23)
Grade 6	N/A	36% (N=280)	20% (N=285)	16% (N=290)
Grade 7	N/A	30% (N=204)	12% (N=203)	7% (N=209)
Grade 8	19% (N=137)	19% (N=151)	13% (N=162)	6% (N=171)
Grade 9				
Grade 10				
Exit Level	43% (N=334)	34% (N=334)	42% (N=334)	22% (N=334)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
District, 1994-95		N/A		2.4%		7.9%
Program, 1994-95				3.2%		14.7%
RETENTION						
District, 1994-95		0.3%		9.5%		4.2%
Program, 1994-95		0.4%		12.3%		4.8%
GRADES (GPA)	Fall	Spring	Fall	Spring	Fall	Spring
District, 1994-95	N/A		83.5	83.3	78.9	78.8
Program, 1994-95			81.4	81.9	74.5	75.3
CREDITS						
District, 1994-95	N/A		N/A			
Program, 1994-95					2.2	2.2
ATTENDANCE						
District, 1994-95	96.4%	95.3%	94.3%	92.6%	90.2%	88.6%
Program, 1994-95	96.7%	95.6%	94.3%	92.2%	88.9%	86.1%
DISCIPLINE						
District, 1994-95	0.2%	0.1%	6.8%	7.1%	5.5%	4.6%
Program, 1994-95	0.1%	0.0%	7.6%	6.7%	5.4%	2.8%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	%	GRADES 6-8 #	%	GRADES 9-12 #	%
Low Income	5,431	93%	1,041	93%	624	84%
Overage for Grade	546	9%	474	42%	480	64%
Special Education	509	9%	142	13%	59	8%
Gifted and Talented	15	0%	6	1%	1	0%
At-Risk	4,825	82.5%	340	30.3%	472	63.2%
Predicted Dropout Rate	N/A		28	4.1%	64	8.6%
Obtained Dropout Rate	N/A		36	5.3%	110	14.8%

ATTACHMENT 11
LEP REFUSALS, GRADES PRE-K-12, 1994-95
(N=1,316)

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	N/A	40% (N=42)	36% (N=42)	29% (N=42)
Grade 4	78% (N=36)	53% (N=36)	50% (N=36)	39% (N=41)
Grade 5	N/A	45% (N=58)	34% (N=59)	27% (N=60)
Grade 6	N/A	0% (N=1)	0% (N=2)	0% (N=2)
Grade 6	N/A	41% (N=109)	10% (N=108)	8% (N=112)
Grade 7	N/A	33% (N=163)	14% (N=151)	13% (N=163)
Grade 8	31% (N=127)	29% (N=135)	10% (N=136)	7% (N=144)
Grade 9				
Grade 10				
Exit Level	66% (N=231)	53% (N=231)	49% (N=231)	40% (N=231)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School	High School
DROPOUTS			
District, 1994-95	N/A	2.4%	7.9%
Program, 1994-95		2.0%	8.8%
RETENTION			
District, 1994-95	0.3%	9.5%	4.2%
Program, 1994-95	0.0%	18.1%	8.8%
GRADES (GPA)	Fall Spring	Fall Spring	Fall Spring
District, 1994-95	N/A	83.5 83.3	78.9 78.8
Program, 1994-95		79.7 79.0	74.4 73.9
CREDITS			
District, 1994-95	N/A	N/A	
Program, 1994-95			2.2 2.1
ATTENDANCE			
District, 1994-95	96.4% 95.3%	94.3% 92.6%	90.2% 88.6%
Program, 1994-95	97.0% 95.7%	92.7% 90.3%	88.8% 86.5%
DISCIPLINE			
District, 1994-95	0.2% 0.1%	6.8% 10.0%	5.5% 4.6%
Program, 1994-95	0.0% 0.3%	7.1% 10.6%	6.0% 5.8%

DEMOGRAPHIC INDICATORS

INDICATOR	GRADES PREK-6 #	%	GRADES 6-8 #	%	GRADES 9-12 #	%
Low Income	274	80%	435	87%	347	74%
Overage for Grade	41	12%	160	32%	286	61%
Special Education	91	26%	59	12%	36	8%
Gifted and Talented	1	0%	7	1%	3	1%
At-Risk	302	87.3%	293	58.4%	391	83.5%
Predicted Dropout Rate	N/A		15	4.1%	40	8.6%
Obtained Dropout Rate	N/A		10	2.7%	41	8.8%

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